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ABSTRACT

In response to the Holmes and Carnegie reports that call for educational reforms in the teaching profession, this paper argues that the financial support for these future reforms will be diverted to fund the research to combat the emerging national crises that ultimately will threaten national security. Describing the emerging crises in this paper as being internal threats of significant magnitude, they are: (1) the prospective food shortage; (2) the energy shortage; (3) the greenhouse effect; (4) the cost of decommissioning nuclear plants; and (5) the cost of AIDS. In addition, other crises are listed as being additional financial drains on the funds that would be used for educational reforms. To fight these crises and to prevent future crises, a societal transformation is required. However, research on U.S. society reveals that citizens are unwilling to give up their materialistic habits and have little interest in the self-denial or austerity that are needed to bring about this transformation. The admonition to U.S. society is then to live more simply, to preserve natural resources, and to build a new image for the future. (DJC)

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EDUCATIONAL REFORM OR NATIONAL SURVIVAL:

TAKE YOUR PICK

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EDUCATIONAL REFORM OR NATIONAL SURVIVAL - TAKE YOUR PICK!

My title employs Aristotle's "Law of the Excluded Middle" wherein the reader is offered a polarized choice - in this case, a forced choice neither of which is wholly acceptable without the other. I propose that we are entangled in a multifaceted dilemma the outcome of which will please no one.

This paper seeks to compare the conflicting demands of educational reform with a few emerging or present demands from several environmental and social developments.

Educational reform surfaced most forcefully with the advent of Sputnik. That effort carried with it a strong mathematics and science commitment. The reform call has gone out again but this time in response to a development in this country. When "A Nation At Risk" was released everyone's attention was captured by the phrase beginning "If an unfriendly power had attempted..." and ended with "...we might well have viewed it as an act of war". This very language suggests a national defense or militaristic mentality.

More recently the Holmes and Carnegie reports have followed. These propose reforms not of curriculum but of the teaching profession itself - both preparation and practice. These new reforms seek to put teaching on a truly professional level. I perceive several emerging crises that threaten the fulfillment of this needed reform and this threat takes two forms. The first is simply financial. These developing crises will prove to be a substantial drain on our financial resources leaving little for what are really some staggering proposed educational expenditures. The second form of this threat is that when these crises become evident and/or full blown they will demand the attention of an uncommonly large proportion of our national scientific, managerial, and educational talent who will be called aside to address these emerging issues. This results in both a shortfall in creative human manpower and also a dilution of national attention and energy and ultimately, the will to respond to our valid need for educational reform. The emerging issues to which I refer are, in the human experience, ponderously slow so that incremental change escapes casual notice. An irony of incremental but inexorable change is that as one looks around there is no immediate evidence for the existence of these changes. This makes it very difficult to marshal the resources or interest of a society in a cause that is from moment to moment rather invisible but devastating in the long term.

REDEFINING NATIONAL SECURITY

"National security" stands accused as an Orwellian "newspeak" term that invokes silence, terminates conversation, stifles thinking, and closes minds. It is used to justify the

maintenance of armies, the development of sophisticated (and often unreliable) weapon systems. A fourth of all federal taxes in the United States is levied in its name. The concept has an overwhelmingly military character with the premise that all or most threats to security come from outside our borders. (Brown, 1986)

So connected to a military countenance has national security become that newly developing internal threats to our security of a non-military nature are too easily ignored. All eyes are looking outward beyond our national borders with little attention to examining what is happening in our own backyard. Some of these sources of threat arise from educational decay, declining industrial competitiveness, domestic oil depletion, nuclear plants, nuclear waste, pollution of all kinds, decline of our nutritional and medical health, soil erosion, land degradation, shrinking forests, spoiled grasslands and wetlands, climate alteration, violence, decay of our social institutions. Add to this the sources of threat from ethical erosion such as Wall Street insider trading, government agencies breaking Congressional mandates in the best Rambo tradition, drug and law enforcement officers being seduced by the easy money in crime, General Dynamics cheating the government out of millions of dollars on military contracts, Federal judges taking bribes, military personnel selling intelligence information for sex or money, erosion of the family as an institution with a 50% divorce rate, child abuse, abandonment, State Governors going to prison, the growing popularity of the KKK and Neo-Nazi groups,...and so on. The point is clear!

The mere handful of developing difficulties considered in this paper alone constitute an internal threat of significant magnitude. The fact that these encroach in large time frames ought not to be reassuring. The crises considered in this paper are:

- I. A deteriorating agricultural sector and the prospect of forthcoming food shortages. This begins with serious inroads in our ability to export food to other countries and ultimately in our ability to even feed ourselves. Can we tolerate even modest population growth in America?
- II. Once again a developing energy crisis (including oil) largely brought on by our failure to resolve its origins the first time around and our propensity to resort to the same kinds of reactions the second time around.
- III. The emerging Greenhouse Effect investigated by several Federal Agencies (The National Academy of Sciences, the Environmental Protection Agency, and many private and university research groups). The implications for energy consumption, impact on agriculture and coastal flooding appear in print

only in passing and currently without much substance. However these may soon be seen to surface more frequently in the media as major developments.

- IV. The unanticipated and staggering costs of decommissioning existing nuclear plants and the storage of radioactive wastes.
- V. The research/education/treatment costs emanating from the disease AIDS.

Following is an abbreviated examination of these five developing crises.

I. PROSPECTIVE FOOD SHORTAGES:

"Carrying Capacity", a contractual "think tank" in Washington, D.C., has conducted research that suggests that with the continuation of certain existing agricultural, meteorological, economic and policy conditions, our food export capacity will, in retrospect, have peaked during the 1980's and would drop to zero around the year 2000 with the implication that we are able only to feed ourselves. After that, the United States joins the many other nations seeking imported food. By the year 2020 projections indicate that we will produce only enough food to feed from 130 to 200 million people. Our present national population is presently in excess of that now and growing slowly (Passerini, 1984). Even if this can be averted it does not address the source of the problem but only treats the symptoms. Farm foreclosures, at the highest level since the Great Depression, are weakening the U.S. banking system in a way that alarms federal banking regulators. A portion of the farm debt - \$213 billion at the end of 1985 - will never be repaid (Brown, 1986).

The origins of our declining agricultural sector may lie with agricultural errors so deeply rooted in practice they will be difficult to address. Recent archeological and anthropological research on the now vanished civilizations of South America suggest that as goes a society's soil, so goes the nation. Present agricultural practices use too much energy, erode soils, lower water tables and in the long term, are unsustainable. (Brown; 1986, 1987)

The California Central and Imperial valleys supply slightly less than half of the nation's fruit, nuts, and vegetables and about one-fourth of its cotton. By the year 2000 one third of all California farmland (1.5 million acres) could be destroyed by salt. Land without irrigation is worthless; with irrigation, it salts up. Six thousand years ago the Summerians overwatered their land. Today, in Iraq, that same land still cannot be farmed (Maranto, 1985).

The dollar costs of the large irrigation projects are escalating at the same time as the effectiveness and efficiency of irrigation declines. The depletion of natural aquifers containing ground water contributes to agricultural decline. Irrigation adjustments to an increasingly hot and dryer climate in the U.S. will require between 7 billion and 23 billion dollars. The connection of energy consumption and agriculture is becoming another emerging factor in agricultural decline. Present farming practices encourage soil erosion at rates seven times the tolerable rates set by the Department of Agriculture. (Brown; 1986, 1987).

Current estimates are that the U.S. land mass cannot support more than 150 million people for much longer than a century without considerable decline of the biological resource base that supports all life. If we continue our current growth rate the population of the United States will rise from its approximately 230 million to over 300 million in the next century (Passerini, 1984).

In making a transition to the next topic - energy - I need to point out that since this nation is perhaps the most overfed in the world, we find ourselves continually counting calories. Calories are measurements of energy content. I have a question for you. If your search for food expended more caloric energy than the food you found, what are your prospects? No creature can expend more energy obtaining food than the food itself yields in nutrition. One must break even at least. On a national scale we seem not to have learned this lesson. In 1910 our mechanized agricultural system was calorically breaking even. We were expending one calorie as input for every one calorie of output. Today our ratio of energy invested to energy harvested runs from 10:1 to 25:1. In other words we are investing from between 10 to 25 calories of energy into our food system for every one calorie of yield extracted out of the system. This is unsustainable.

ENERGY SHORTAGES

In retrospect we may recall that President Carter tried to alert this nation to its habits of energy extravagance. The present administration has sought to curtail research into alternative energy systems, defeat legislation for more economical transportation, and cut funding for mass transit. Yet the drain goes on and even if OPEC presently shows little cohesion that is no reason that they cannot get a hold on our energy jugular once again. The incredible transfer of wealth from industrialized societies to the oil barons of the world may happen again. That they reinvest much of their petrodollars in the U.S. only means that when the last barrel of oil is sold, they, not us, will own much of America. (Flavin, 1987) There is a striking linkage between oil (or energy in general) and the production of food. The production of a ton of wheat is now equated with how much oil or coal energy equivalent is involved

(Brown, 1987) Earlier estimates of the energy/food link revealed ratios of between 10:1 to 25:1 for energy input/output - that is, for some agricultural practices we invest 25 calories of energy to harvest a yield of one calorie's energy in foodstuffs. Hardly a bargain! At risk is not only national security but our ability to reduce our 170 billion dollar trade deficit. U.S. dependence on foreign oil is expected to rise from 32% in 1983 to 50-70% in the mid-1990's. Data Resources Incorporated (DRI) pegs oil at \$61.92 a barrel by the year 2000 (Crawford, 1987). There is a 25% jobless rate among petroleum geologists. Universities offering academic preparation in the oil professions report major drops in enrollments to half of their 1982 peaks. This decrease in production capability and manpower brain-drain will mean that a revival of American production will take years to restart and more years to yield meaningful results. In the longer term the United States as a whole will be hurt by the collapse in domestic oil production because the national dependence on imported oil will escalate significantly. A 43% increase in imported oil between September 1985 and September 1986 is an example. This feeds the trade deficit which in turn siphons away funds that are badly needed at home to obtain our desired educational reform, among other needs. Because this country tends to be short-term oriented and because people are generally happy with the present lower energy prices, there is only a small probability of any action before the problem becomes severe. For these reasons a future national energy crisis seems likely when U.S. oil dependence is above 50% and OPEC has regained control of world oil markets (Hirsch, 1987).

THE GREENHOUSE EFFECT

Man's pre-industrial activities, (transportation, agriculture, industry, etc.) have not historically interfered with natural cycles. But the magnitude of these activities since the industrial revolution has been so substantial that they now count heavily in the equation of natural chemical cycles. The release of various gases (carbon dioxide, methane, nitrogen oxides, etc) above and beyond the natural evolution of these into the atmosphere is deemed to contribute to the gradual increase in the earth's average temperature. Present atmospheric models suggest that the average temperature will rise between 1.5 and 4.5 degrees Celsius (2.7 to 8.1 degrees Fahrenheit) by the middle of the next century. For comparison consider that the oceans were only about 5 degrees colder than presently during the last ice age when sheets of ice over 10,000 feet thick covered much of the northern hemisphere. Natural systems - people, forests, climate - can absorb stresses for long periods of time without any outward evidence of damage. A point is reached when suddenly conditions worsen rapidly. Scientists may anticipate such sudden changes, called jump events, but rarely can they identify when they will occur. The occurrence of many such events is written in the geologic record. As the scale and rate of human activities

intensify, the risk of overstepping such thresholds increases. The present concern over the ozone hole above the Antarctic continent is a current example. The eventual warming would make the earth warmer than at any time in human history. The risks to food security are substantial. Temperatures will rise everywhere but increases are forecast to be greater in the temperate and polar regions than in the tropics. Climate modeling suggests that soil moisture for summer crop production would diminish in large grain-producing areas of north America and the Soviet Union. Resulting yields could be cut in half. Such climate changes could carry a price tag of between \$7 billion to \$23 billion in the U.S. and \$200 billion worldwide for irrigation adjustments alone. Changes in sea level for coastal regions and impending flooding imply even greater costs (Postel, 1987). The summer "dry zone" in the North American grain belt will be offset by increased rainfall in other parts of the world but not necessarily with good soils. The social impact of climatic changes will be the greatest rather early before global equilibrium has been reached and before human societies have had a chance to adapt to their new environment (Schneider, 1987). To highlight how serious this is a look at only one key food-producing region - the Western United States - shows that much of this area could experience a rise in temperature and a reduction in rainfall. A modest temperature increase of 2 degrees Celsius and a 10 percent decline in rainfall would reduce the flow of water in Western river basins from 40 to 76 percent. Or conversely, these rivers will carry only from 24 to 60 percent of their present flow. (Postel, 1987). California and Mexico have been in the courts for years now litigating water rights for the Colorado river. One can imagine the implications of a 76% reduction in what little water is now available.

THE COSTS OF DECOMMISSIONING NUCLEAR PLANTS

No one knows how much it will cost to take out of service the hundreds of nuclear units that now exist because so little experience with this process exists. Estimates range from \$50 million to \$3 billion per plant. The earlier rush to build these plants prior to 1980 means that much of the bill may come due in a single decade - from 2000 to 2010. Nuclear plants are not simply things one can abandon like an obsolete steel mill we see so often in TV dramas. They cannot be exploded and dropped flat to the ground like old hotels removed for urban renewal but rather they have to be dismantled carefully by robotics, the pieces cut up and buried at a monitored storage facility for an indeterminate length of time - longer indeed than any society has ever existed and longer than some species have existed, and in some cases, longer than some geological formations have existed. Expert opinion varies on the economical life expectancy of a nuclear reactor but few debate a lifespan of longer than 30 years. Great scientific minds were attracted to developing this new technology but showed little interest in managing its inevi-

table wastes. Not one country relying heavily on nuclear power is adequately prepared for this challenge. As individual utilities gained more experience and began to conduct their own cost estimates, waste-management costs rose the fastest. In a ten year period there was a six-fold increase in the decommissioning cost estimates. One of the largest components of decommissioning costs will be waste disposal...up to forty percent according to some estimates. Even the temporary waste storage costs have tripled in the past five years and are expected to increase steadily. More expenditures can be anticipated as communities are offered financial incentives to accept a waste storage facility. Tennessee has been offered \$50 million to take one of the first MRS facilities. Labor expenses will rise to compensate workers for hazardous work and the inevitable radiation doses they will receive (Pollack, 1986). In the shadow of the Chernobyl accident studies show that such events should occur only rarely. But if the Three Mile Island and Chernobyl accident rate continues, there is a 70 percent probability that another such accident will occur in the next 5.4 years or three such events by the year 2000. U.S. Government predictions are that such an accident with unfavorable winds as happened in Russia, could cause losses as high as \$150 billion and cause 140,000 deaths (Flavin, 1987).

THE COSTS OF AIDS

When the word epidemic is insufficient the word pandemic usually is. This is considered to be the case with AIDS. This disease is truly a global phenomenon. During the first five years of the AIDS epidemic in the United States, 35,000 will have developed the disease. This brings us up to the present day. Over the next five years the Public Health Service estimates that about 235,000 new cases will occur. By 1991, some 270,000 people in the United States will have AIDS or will have died from the disease. Assistant Secretary of Health Donald MacDonald is very uncomfortable with projections for the rate of increase. He feels they are too low. Projected medical costs for this disease in the United States alone is tagged at between 8 billion and 16 billion for the year 1991 alone. This does not include home care given by friends or family or lost income due to illness or for providing home care. The derived figure for health care costs for AIDS patients comes from the San Francisco area where the average cost per patient per year is \$46,000 (Barnes, 1986). Arthur Myatt is even more pessimistic. His figures begin with a pool of one million people already infected in the United States. By the middle of the '90's he asserts that there will ten million infected and that one million will have the disease. By that time the costs per patient, by his estimates, will reach \$100,000 per year.

Recent newscasts have carried the story of an FDA approval of a treatment (azidothymidine AZT) for stemming the ravages of

AIDS. The patient is not cured, he is only getting a reprieve as long as he takes the medication every four hours for the rest of his life. The medication is expected to cost between \$7 thousand and \$10 thousand per year. Very few individual patients can afford such an expense. It implies some sort of government intervention. If the numbers of AIDS patients increases as expected in the years to come these costs will be staggering. Those for whom the vaccine is too late or ineffective, will incur substantial medical debts. This one disease can bring a family very rapidly to a state of bankruptcy. Since this illness begins as a personal problem but rapidly becomes a social one, we cannot avoid the likelihood that much of the financial costs will eventually be borne by public funds.

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This short list of impending developments is by no means complete. There are many other issues that demand attention and will be massively expensive. For example, the costs of preventing environmental pollution are putting some companies out of business; the costs of cleaning up what pollution has already occurred is becoming apparent. The small but not insignificant population growth of America requires investment in new housing, schools, buildings, streets, bridges, while the decaying of these same infrastructures that already exist require either constant maintenance or replacement. Investment in our productive capacity to keep us competitive with other countries falls behind. For example, who in America is willing to compete with a Korean who will work all day, every day of the week for \$3.00 an hour or Mexican labor at \$.75 an hour? Many believe that we have responsibilities to Third World countries who seek adequate food and energy for slowly improving living conditions. We must learn and apply the lessons of recycling of our natural and human resources. The next looming scarcity is forecast to be water. Good clean water may become very expensive. Moving beyond the obviously finite resource of oil means investment in more promising sources of more renewable energy. The gap between the have's and the have-not's widens as well as the gap between the well and ill of any age. These promise to be expensive, AIDS notwithstanding.

This list only touches on financial challenges. We may be able to address all or most of these in one way or another. But another big challenge is not fiscal at all. As I have already noted, the sheer diversity of the preceding challenges will tap into much of our administrative and scientific talent in this country. Political decisions will become increasingly difficult and leave little time, energy, and perhaps even talent to deal with what is now our big agenda item: educational reform. When our society is faced with these other immanent threats to welfare, I fear the toll exacted by mediocre education fades rapidly to a far corner of the collective mind. How ironic that the very vehicle that may allow us to creatively cope with and

resolve these crises - namely education - may be pushed aside. This will be disappointing but not surprising. We, in this country, have a track record of reacting to crises rather than foreseeing and preventing them.

It is my personal view that these developments are converging into our very near future and constitute a very real threat to our national security. The concept of "national security" traditionally refers to a rather paranoid scrutiny of the outer world beyond our borders. We may discover the real villains and threats to our long-term security lie in our own backyard. The insensitive greed and absence of ethics we can find all through our financial, corporate and industrial America translates into exploitation of our own people and resources, the fouling of our own nest, the despoilation of our natural areas, a disregard for the creatures who share this land with us and most horrifying, a complete disregard of the future needs of our own unborn. If we add to the costs of "business-as-usual" the costs of dealing with these additional burdens, it could well mean some hard fiscal decisions will have to be made. If educational reform is one of those costs and you were given to choose priorities, how would you vote? Perhaps educational reform will get a third-rate priority. After all, conventional wisdom tells us the kids in school may not be getting the very best, but at least they're getting something...and they're not in mortal danger. Few politicians think and act in time-frames as long as a generation or even as short as an individual's education? In my opinion all the planning and rhetoric over education will come to naught because of these competing forces.

The Administration's decision to accelerate the arms race in the early eighties has edged military spending to levels deserving awe. Accompanied by an unwillingness to raise taxes or cut other high-priority expenditures has run up a massive federal deficit. Much of this is in the form of military research that competes with American resources of all kinds. It saps the best scientific talent from our industries and universities because that is the best way for these people to advance their careers. It spoils their talents for later use in our manufacturing enterprises because they get used to seeking solutions, not the optimization of scarce resources. These military researchers do not do well later in "civilian" settings. They often have to be let go. The result of this is that American industries (excluding armaments) are losing any competitive edge they might have had in the international market place (Greenberg, 1987).

Thus, I am saying that one, we have very demanding problems to face that are already on the table and will drain away our financial resources once ear-marked for educational reform and two, we have some emerging crises requiring very difficult decisions to make regarding our priorities: that national security may no longer lie in protecting our borders from without but in protecting us from our own follies and extravagant ways from

within. Both of these developments will dilute any substantive efforts at educational reform. New ethics of our place in nature will help considerably in defining new solutions and priorities.

A WORD OF CAUTION

Institutions exist by common agreement. Schools, governments, and businesses continue on the basis of our mutual desire that they should persist. When people determine that a bank no longer deserves their trust, a run on the bank will cause its collapse and serves as a self-fulfilling prophecy. Likewise, if we perceive that the coming decades will fail us, we initiate a run on the future that begins with the lifeboat ethic and ends with the accelerated extraction of material resources and the rapid depreciation of our social contract. The coming decades are going to be a watershed, a period that will change much that we embrace. The problems of rising hunger, energy scarcity, erratic weather, and constant global conflict do not augur well for humankind, but these need not cast our fate into a mold. The one resource that is boundless and abundant in all our prospective futures is the human spirit. Of all the variables that one must consider when looking ahead, it is the one that remains most positive. Ultimately, the future of our country and our planet does not lie solely in uncontrolled events, but also with the will of its inhabitants (Hawken, et al; 1982).

THE HUMAN SPIRIT AND SOCIAL TRANSFORMATION

To meet and deal with these five crises and the many others not explored would likely demand a social transformation of considerable magnitude. Many authors have written about such transformations. Hawken (1982) asks,

"What about the transformation of a whole society? Can a people change direction like a flight of birds, all at once? Would there have to be a leader? Or might some series of events unite all humanity against some common enemy or for some common goal? We like to think that social transformation is an easy thing...But we think it more likely that only a severe shock to the entire system will initiate anything worthy of the the word transformation.

Hawken's prognosis is not good. He feels that a transformation of the required magnitude is not likely without a correspondingly high level of trauma and crisis. And once transformed, should it occur, the deeply religious vein of American life could become as dominant as it was at the nation's inception. But when our industrial paradigm runs head-long into the declining carrying-capacity of the earth the finest qualities of Americans once again surface. Emerson's ideal of "plain living and high

privacy. They do want to retain other entitlements such as social security, retirement benefits, and coverage of medical costs.

7. They want their cars, private dwellings, central heat & air, washing machines, etc, but also wish they would last longer.

8. Government waste will receive close scrutiny; government regulations that curb waste will gain support as well as taxes on luxuries and imports.

Is this really the best that we can do? Is this what we are, what we have become? This mentality, even if not altogether correct, has enough truth in it that some wrenching adjustments will have to be made. The loss of unrestrained materialism will scarcely be cause for mourning. Robert Heilbroner has declared, "Material advance, the most profoundly distinguishing attribute of industrial capitalism and socialism alike, has proved unable to satisfy the human spirit (Heilbroner, 1980). At the Stanford Research Institute the subject of where our world is going has long been a topic of inquiry. Dwayne Elgin has also found the materialism of our nation wanting. "By defining our identities through the material goods that we consume, we limit and distort our human potentials—we are possessed by our possessions" (Elgin, 1974).

The admonition of restraint is found increasingly in our society. A recent bumper sticker read, "Live Simply That Other May Simply Live". Those advocating voluntary simplicity and urging others to do the same by example often have achieved a personal maturity and sophistication that leads to an inner richness as well (Brown, 1978). Marilyn Ferguson, writing in *The Aquarian Conspiracy*, argues that our metaphors of transcendence have spoken of us more truly than our wars: the clearing, the end of winter, the watering of deserts, light after darkness...these do not spell an end to our troubles but most certainly an end to the mentality of defeat (Ferguson, 1980).

A long litany of sparkling promises and prospective changes that would improve life for all Americans - all people everywhere - is not going to address the central issues. America needs a new image of the future. In 1961 the Dutch historian, Fred Polak introduced a two-volume work, *"The Image of the Future"*. He writes, "in a sense it is the prophet, the projector of images, who may write in advance a considerable part of the history of the future, but the materials out of which he creates his images are drawn largely from the cultural heritage to which he belongs. The images themselves may be thought of as powerful time bombs which explode somewhere in the future, although the men and societies who create them have little control over when, where, and how they will explode" (Polak, 1961) Polak was trying to explain how the German people fell so easily into the clutches of Hitler and his visions. He felt that the German people lacked an image of the future that was compelling. President Kennedy gave

America a short-term image when he declared we would be on the moon within ten years. Polak observes that the identity of these so-called prophets, these creators of appealing mass-images of the future are almost always aristocratic in thought if not in fact. The vision of something far grander than the present invariably belongs to the creative minority. They possess an awareness of the future which makes possible a conscious, voluntary, and responsible choice among alternatives. You, for example, have had a vision of the future, and, as a result of that vision and your actions, certain events are taking place in your lives. At the personal and individual level your vision of your own future required that you be here for this conference engaged in some form of learning or teaching activity. You are certainly not here as the result of random forces over which you had no control. You have chosen to be here. Is there then a societal equivalent of this concept. Polak believes there is. In various ways many authors agree that one of the major dynamics shaping the future is what people presently image that future to be. Since you as an individual have a desire for a particular state of affairs, you take action now, in the present in an attempt to compel your vision or image of the future into manifestation. You are quite literally reacting to an event which has not yet occurred...a reaction to an image. You might agree that much of your rationale for action in the present has its roots in the future.

If you will allow this to be taken as a starting premise...that each culture has a dominant image of the future, we need to ask what is now the nature of that image for America? Today's adults cannot look squarely at our youth and promise delivery of the American Dream. What happens to a society when the image it holds no longer conforms to emerging or developing realities? I do not know the answer to this. I do agree with Dr. Willis Harman of the Stanford Research Institute that one of our most pressing needs is to find a suitable guiding image of the future. I am not sure that at the present we, as a nation, have one. We are fragmented, disoriented, and of one mind. That task is one in which we educators have a large role to play. Thank you.

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ABSTRACT

The Alberta Canada Social Studies examination for grade 12 contains 70 multiple choice questions and two essay questions. The multiple choice questions cover political ideologies, economics, world geography, world history, and current events. The questions are often related to political cartoons, charts, maps or a series of quotations reproduced before the corresponding question(s). The essays are on two different topics, and only one topic is to be chosen and written in the space provided. The answers to the multiple choice questions are not provided. (DJC)

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GRADE 12 DIPLOMA EXAMINATION

Social Studies 30

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**GRADE 12 DIPLOMA EXAMINATION
SOCIAL STUDIES 30**

GENERAL INSTRUCTIONS

YOU HAVE 2½ HOURS TO COMPLETE THIS EXAMINATION.

PART A - consists of multiple-choice questions worth 70% of the total mark.

PART B - consists of the written-response section worth 30% of the total mark.

IT IS RECOMMENDED THAT YOU READ THE WRITTEN-RESPONSE QUESTIONS IN PART B BEFORE BEGINNING THE EXAMINATION.

The presiding examiner will collect the answer sheet and examination booklet for transmission to Alberta Education.

DO NOT FOLD EITHER THE ANSWER SHEET OR THE EXAMINATION BOOKLET.

INSTRUCTIONS FOR PART A: MULTIPLE-CHOICE QUESTIONS

All multiple-choice questions must be answered on the separate answer sheet.

Fill in your name and other information on the answer sheet as directed by the examiner.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate that question number on the answer sheet and fill in the space that corresponds to your choice. Use an HB pencil only.

Example

The capital city of Canada is

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

Answer Sheet

A	B	C	D
①	②	●	④

If you wish to change an answer, please erase your first mark completely.

JANUARY 1988

Use the sources below to answer questions 5 to 8.

SOURCE I

The National Socialist State has created for the first time in Germany a political police which we regard as modern, i.e. as meeting our present-day needs; an institution which carefully supervises the political health of the German body politic, which is quick to recognize all symptoms of disease and germs of destruction . . . and remove them by every suitable means.

— Werner Best, Deputy Head of the Gestapo, 1936

SOURCE II

On the Night of the Long Knives, the leader of the S.A. and over 150 others were murdered. "I ordered the leaders of the guilty shot. If someone asks me why we did not use the regular courts I would reply: at that moment I was responsible for the German nation; . . . it was I alone who, during those twenty-four hours, was the Supreme Court of Justice of the German people."

— Adolf Hitler, 1934

— sources I and II from *Twentieth Century History*

SOURCE III

Brown Shirt Census



— cartoon from *The Anatomy of Nazism*

5. Sources I and II support the generalization that in a dictatorship
- A. a benevolent leader is best equipped to decide what is best for the citizenship
 - B. traditional democratic means of control are inefficient and need replacing
 - C. the majority of citizens cannot make rational, intelligent decisions
 - D. political opponents of the ruling élite cannot be tolerated
6. Sources II and III differ from Source I in their emphasis on
- A. state control
 - B. forced participation
 - C. the principles of autocracy
 - D. the leadership principle
7. The techniques of dictatorship that are BEST illustrated by the cartoon in Source III are the use of
- A. propaganda and pageantry
 - B. pageantry and youth indoctrination
 - C. force and controlled participation
 - D. scapegoating and controlled participation
8. Together, sources I, II, and III indicate that the elimination of the freedom to dissent in a fascist state is achieved primarily by the
- A. indoctrination of the citizenship
 - B. glorification of the leader
 - C. use of force and terror
 - D. use of scapegoating
-
9. The fascism practised by Benito Mussolini and the communism practised by Joseph Stalin were ideologically similar in that BOTH promoted the
- A. development of a powerful state apparatus
 - B. elimination of the private industrial class
 - C. placement of production under public ownership
 - D. establishment of a collective system of land ownership

10. In Sweden, the term "industrial strategy" is closely associated with
- A. indicative planning
 - B. Crown corporations
 - C. public ownership
 - D. central planning
11. Which of the following statements reflects the approach to health care that would be MOST consistent with laissez-faire capitalism?
- A. Government subsidies should be provided to those who lack the money for health care.
 - B. Health care is primarily the responsibility of the individual, not the whole society.
 - C. Health care costs can only be lowered by preventive measures sponsored by government.
 - D. The introduction of a national dental plan would result in improved health standards.
12. Karl Marx predicted that, as capitalism advanced, the ownership of industry would be
- A. shifted from the bourgeoisie to the aristocracy
 - B. determined by the forces of supply and demand
 - C. concentrated into fewer and fewer hands
 - D. operated by an intellectual élite
13. The technique of "power of the purse" is significant in a parliamentary democracy because such a provision
- A. equalizes spending among the regions of a country
 - B. encourages judicial review of the federal treasury
 - C. enables the government to prepare a more balanced budget
 - D. allows legislative review of the allocation of public funds
14. Which of the following statements BEST justifies democracy?
- A. Efficiency and speed of governing are enhanced if fewer opinions and groups are involved.
 - B. National goals must take precedence over individual, selfish objectives.
 - C. The diversity of human talent requires that only a few people rule in a society.
 - D. An orderly and peaceful change of government is desirable.

Use the chart below to answer questions 15 to 17.

CHARACTERISTICS OF POLITICAL AND ECONOMIC SYSTEMS

	SYSTEM I	SYSTEM II	SYSTEM III	SYSTEM IV
PRODUCTION	Command	Co-operative	Collective	Competitive
PROPERTY	Private	Public and Private	Public	Private
POWER	Autocratic	Constitutional	Party	Constitutional
DECISION-MAKING	Authoritative	Representative	Authoritative	Representative

This chart represents one way of categorizing political and economic systems.

15. System II is MOST similar to the ideology practised today in
- A. the U.S.A.
 - B. Sweden
 - C. Japan
 - D. Cuba
16. The goals of System IV would typically lead to an economic strategy that encourages
- A. a progressive income tax structure
 - B. the formation of Crown corporations
 - C. entrepreneurship in the market place
 - D. foreign ownership of major industries
17. To solve the problems of economic recession and rising unemployment, a supporter of System II would MOST likely recommend
- A. increased government spending
 - B. increased interest rates
 - C. wage and price controls
 - D. fiscal restraint
-

18. Should democratic governments invoke emergency measures during times of national crisis? This issue raises the problem of
- A. placing personal freedom before economic equality
 - B. restricting executive power rather than judicial power
 - C. preserving social control rather than individual rights
 - D. redressing human rights violations instead of addressing national goals

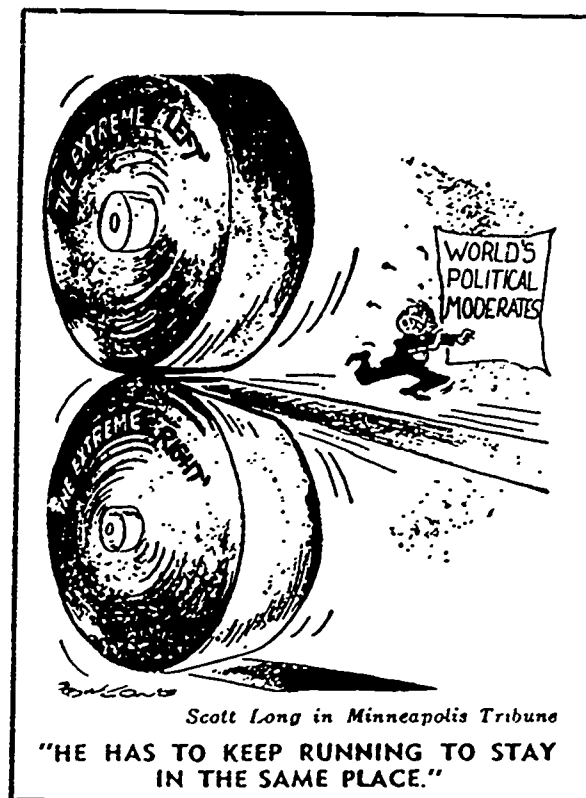
Use the statements below to answer question 19.

ECONOMIC DEVELOPMENTS IN A MODEL MARKET ECONOMY

- I. Profits increase for the producers of product Y and losses increase for the producers of product X.
- II. Higher prices for product Y bring about the production of products W and Z which closely resemble product Y.
- III. The price of product X falls and the price of product Y increases.
- IV. Consumers stop buying product X and purchase product Y.

19. The logical sequence in which these developments would occur in a model market economy is
- A. I, II, IV, III
 - B. II, III, I, IV
 - C. I, IV, III, II
 - D. IV, III, I, II
-
20. Minorities have the greatest ability to influence the decisions of political representatives in a democracy by
- A. participating in government-sponsored mass rallies
 - B. contributing money to a political party
 - C. lobbying through pressure groups
 - D. voting in periodic elections
21. The principle MOST closely associated with autocracy is political
- A. elitism
 - B. equality
 - C. competition
 - D. independence

Use the cartoon below to answer question 22.



— from *World Affairs Magazine*

22. During the early 1930s, which of the following democratic governments or institutions was MOST challenged by the threat implied by the cartoon?
- A. The Czechoslovak Republic
 - B. The Weimar Republic
 - C. The British Parliament
 - D. The American Presidency
-
23. The technique of dictatorship LEAST affected by state control of the mass media is
- A. the direction of popular discontent
 - B. controlled participation
 - C. the use of force
 - D. indoctrination

Use the opinions below to answer questions 24 to 28.

SPEAKER I

I believe that an economic system should acknowledge the rights of private property and put into the hands of private business interests the whole machinery of production, from the acquisition of raw materials to the distribution of the final product.

SPEAKER II

I think that an economic system should have regimentation and be subservient to the state from top to bottom. Big business should be given support only as long as it supports this system. The worker should be deprived of collective power in the interest of more important state goals.

SPEAKER III

I feel that an economic system, while acknowledging the right of the individual to private decision-making in consumption, should take most private production out of the hands of the individual and put much of this process into the hands of the government or its authorized representatives.

SPEAKER IV

In my opinion, an economic system should abolish private property altogether, whether in production or consumption, and do away with the other accompaniments of private property, as well as all other results of the bourgeois system.

24. Which central issue is raised by the four speakers?
- A. Should a nation's government allow its citizens to own property for their own use?
 - B. To what extent should economic decision-making be in the hands of the private sector?
 - C. To what extent should investment capital be in the hands of the working class?
 - D. Should a nation's political leaders also make economic decisions?
25. The primary source that would be MOST useful to support the position expressed by Speaker IV is
- A. *Mein Kampf*
 - B. *Das Kapital*
 - C. *The Wealth of Nations*
 - D. *Two Treatises of Government*

26. The views of Speaker II are MOST similar to those of a
- A. fascist
 - B. communist
 - C. democratic socialist
 - D. laissez-faire capitalist
27. The diversity of the speakers' opinions BEST supports the generalization that
- A. despite differing economic goals, individual initiative is commonly used to achieve them
 - B. co-operative effort of some kind is necessary to accomplish any economic goal
 - C. technological advances in society often determine the goals of the economy
 - D. economic goals in society can be accomplished through different means
28. Assuming that a government adopted a modified version of the positions of speakers III and IV, the result would be an economic system characterized by
- A. fascism
 - B. socialism
 - C. capitalism
 - D. conservatism
-
29. The feature of parliamentary government that would be MOST criticized by a person who values individualism is
- A. an independent press
 - B. cabinet solidarity
 - C. periodic elections
 - D. the secret ballot
30. In which of the following economic models would the values of social welfare and equality MOST predominate?
- A. A mixed economy
 - B. A laissez-faire economy
 - C. A public enterprise economy
 - D. A private enterprise economy

31. A probable outcome of a democratic electoral system based upon proportional representation is that
- A. any candidate who gets the largest number of votes would be declared the elected representative
 - B. the idea of popular sovereignty will be challenged by public apathy during elections
 - C. few parties would have enough seats or support to form a majority government
 - D. smaller political parties would be poorly represented following an election
32. By pursuing one's own interest, the individual unintentionally promotes society's interests more effectively. This belief is MOST consistent with the views of
- A. Karl Marx
 - B. Adam Smith
 - C. John Keynes
 - D. Robert Owen
33. The decision by the Canadian government to sell de Havilland and Canadair to the private sector would be viewed MOST favorably by
- A. laissez-faire capitalists
 - B. economic interventionists
 - C. democratic socialists
 - D. Keynesian economists
34. Voluntary co-operation between the sectors of business, labor, and government would be MOST necessary in a
- A. centrally-planned economy
 - B. command economy
 - C. market economy
 - D. mixed economy
35. The political processes found in the United States and Canada differ primarily in their use of
- A. the free press
 - B. executive power
 - C. the secret ballot
 - D. public opinion polls

36. The Great Power that radically changed its foreign policy to one of naval and imperialist expansion before the First World War was
- A. France
 - B. Russia
 - C. Germany
 - D. Great Britain
37. Prior to 1914, nationalism in the Balkan region was expressed through attempts to
- A. establish closer ties with Austria-Hungary
 - B. form an alliance with the Triple Entente
 - C. unite with the Ottoman Empire
 - D. achieve Pan-Slavic unity

Use the passage below to answer question 38.

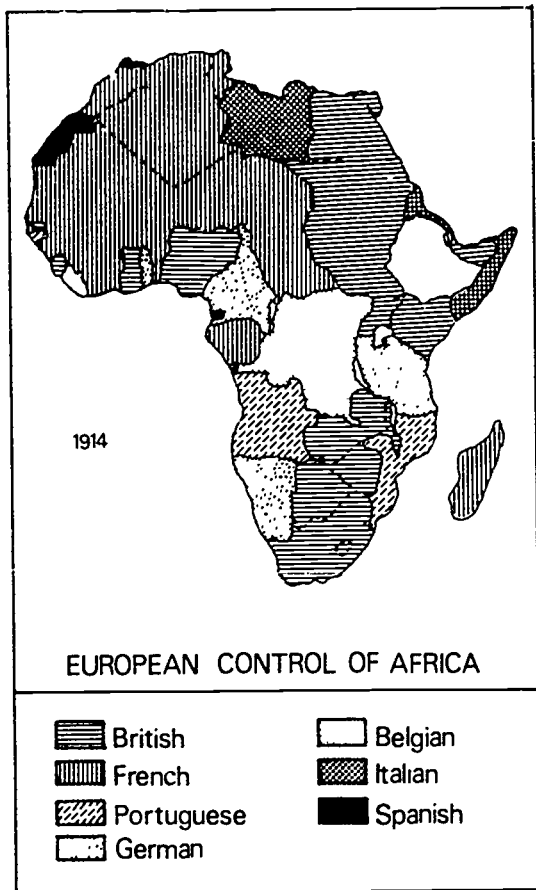
The desire for an Allied victory, the financial stake therein, the loss of lives by German submarine action, the conviction that a triumphant Germany would meddle in the Western Hemisphere — all these were powerful incentives to belligerence.

— from *This Age of Conflict*

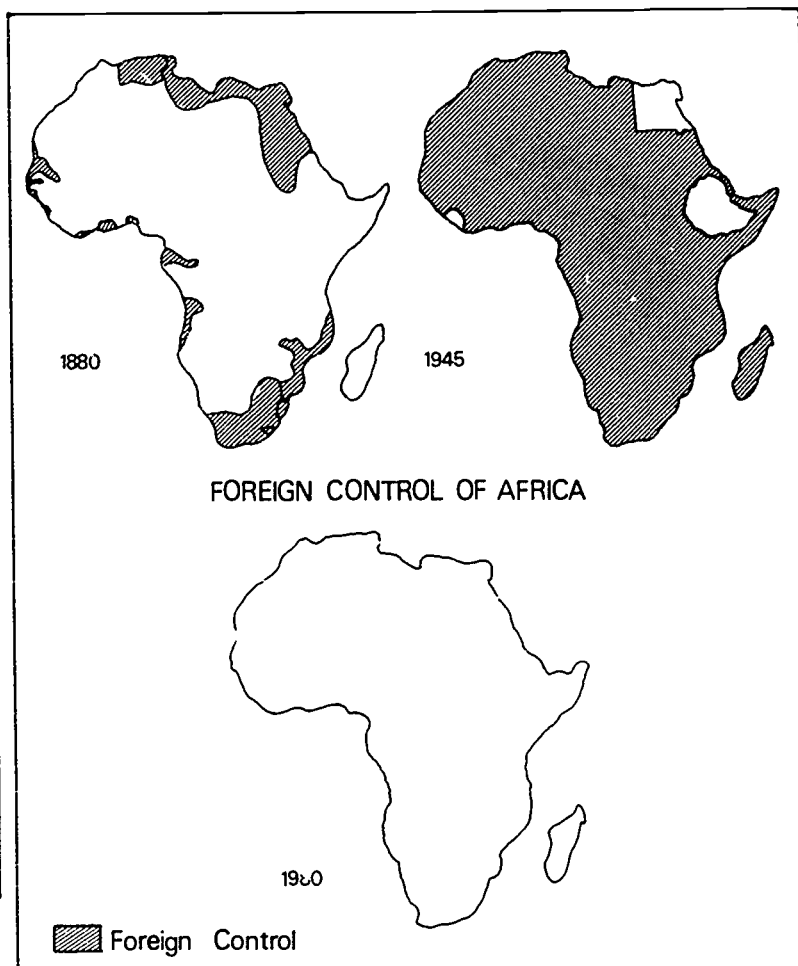
38. Which country entered the First World War as a result of the reasons given in the passage?
- A. Canada
 - B. France
 - C. The U.S.A.
 - D. Great Britain
-
39. The map of Europe was redrawn in 1919 in an attempt to ensure that newly-created states were
- A. capable of economic growth and progress
 - B. able to function as democratic nations
 - C. all members of the League of Nations
 - D. formed along lines of nationality

Use the maps below to answer questions 40 and 41.

SOURCE I



SOURCE II



— from *Our World This Century*

40. The maps would provide useful information in researching which cause of the First World War?

- A. Entangling alliances
- B. Imperialist rivalry
- C. Escalating militarism
- D. Secret diplomacy

41. Which of the following conclusions can be drawn from an examination of the maps?
- A. Following the First World War, the League of Nations mandated territory to France.
 - B. Following the Second World War, there were few movements for self-government in Africa.
 - C. The British and French engaged in conflicts over territories located in their African colonial empires.
 - D. The period prior to the outbreak of the First World War witnessed a scramble for African colonies among the European powers.
-
42. Which of the following actions resulted in an attempt by the League of Nations to impose economic sanctions?
- A. The Soviet occupation of the Baltic States
 - B. The German reoccupation of the Rhineland
 - C. The invasion of Manchuria by Japan
 - D. The invasion of Ethiopia by Italy
43. Japanese imperialist ambitions prior to, and during, the Second World War were primarily motivated by a desire to
- A. test new military strategies and tactics
 - B. secure needed natural resources and markets
 - C. satisfy terms of the Rome-Berlin-Tokyo Axis
 - D. liberate Asians from former colonial masters
44. Some historians hold the theory that political miscalculations by world leaders were a direct cause of the First World War. If one extended this theory to the Second World War, which of the following statements would MOST support this hypothesis?
- A. Adolf Hitler greatly underestimated the strength of the Polish resistance.
 - B. Benito Mussolini greatly underestimated the world reaction to his invasion of Ethiopia.
 - C. British trust in Hitler at the Munich Conference encouraged rather than prevented future conflict.
 - D. French military paranoia regarding Germany's intentions led to the construction of the Maginot Line.

Use the sources below to answer questions 45 to 49.

SOURCE I

I shall not give up the hope of a peaceful solution. I shall not give up my hopes for peace, as long as any chance for peace remains. We sympathize with a small nation faced by a big and powerful neighbour. But we cannot involve the whole British Empire in war simply on her account. If we have to fight, it must be on larger issues than this.

— Neville Chamberlain, British Prime Minister

SOURCE II



STILL HOPE

from *Punch*, 1938

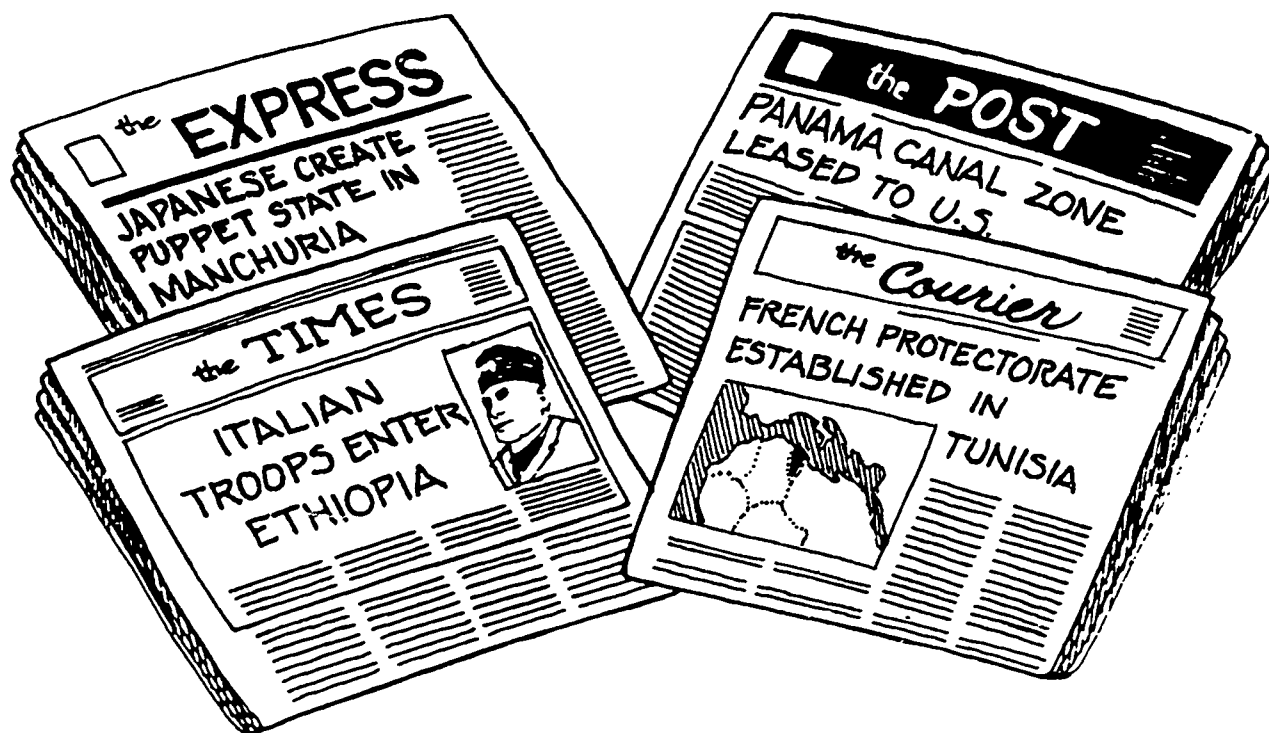
SOURCE III

There can be no doubt that it is a tremendous victory for Herr Hitler. Without firing a shot, by the mere display of military force, he has achieved a dominating position in Europe which Germany failed to win after four years of war. He has overturned the balance of power in Europe . . . Herr Hitler has successfully asserted the law of the jungle. He has claimed to do what he will by force and in doing so has struck at the roots of the life of a civilized people. In doing this to one nation he threatens all, and if he does this with impunity, which he has, there is no longer any peace in the world. . . .

— Clement Attlee – British Member of Parliament

45. The sources focus on the issue of the extent to which a nation should
- A. interfere in the domestic affairs of aggressive nations
 - B. maintain peace at the price of national prosperity
 - C. negotiate with aggressive nations to prevent war
 - D. use secret diplomacy to negotiate agreements
46. According to sources I and II, Neville Chamberlain appears torn between the principles of
- A. waging war or negotiating a settlement
 - B. waging war or appealing to collective security
 - C. maintaining national unity or national security
 - D. preserving national prestige or national prosperity
47. If you were investigating the problem raised by the sources, which conference's proceedings would provide the MOST useful data for your research?
- A. The Tehran Conference
 - B. The Potsdam Conference
 - C. The Munich Conference
 - D. The Yalta Conference
48. In Source III Clement Attlee is criticizing Chamberlain's policy of
- A. appeasement
 - B. containment
 - C. co-existence
 - D. collective security
49. Which development decisively ended the British policy referred to in the sources?
- A. The invasion of Poland by Nazi Germany
 - B. The Austrian *Anschluss* with Germany
 - C. The Nazi-Soviet Non-Aggression Pact
 - D. The German invasion of Belgium
-

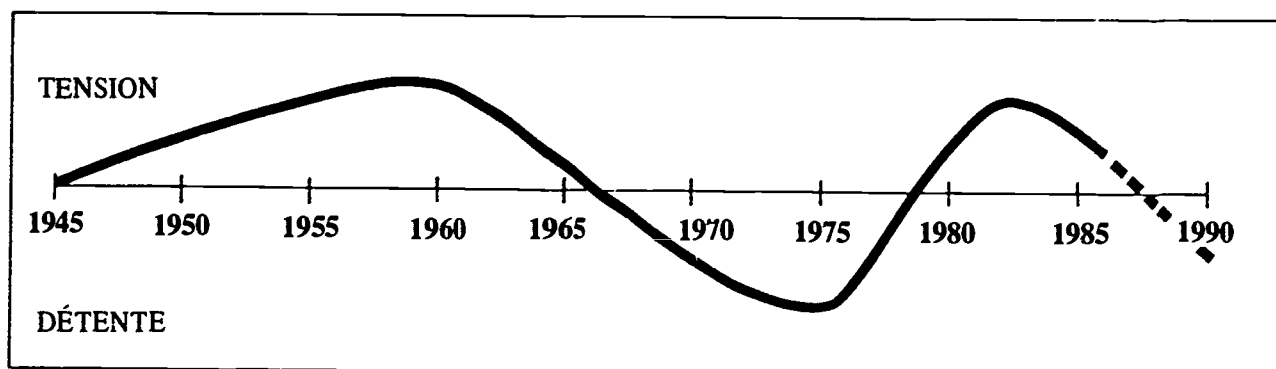
Use the headlines below to answer question 50.



50. The news stories would be MOST useful in researching which of the following 20th-century forces?
- A. Containment
 - B. Imperialism
 - C. Supranationalism
 - D. Balance of power
-

Use the timeline below to answer questions 51 to 53.

THE SUPERPOWERS - TENSION & DÉTENTE



The timeline above represents one interpretation of general trends of tension and détente between the superpowers.

For each of the events listed below indicate if the event

- A. supports the trends in the timeline
- B. contradicts the trends in the timeline
- C. occurred in the time period shown but is unrelated to the trends in the timeline
- D. occurred OUTSIDE THE TIME PERIOD of the trends in the timeline

- 51. The Soviet Union establishes a sphere of influence in Eastern Europe.
- 52. The Allies demand the unconditional surrender of Nazi Germany.
- 53. Warsaw Pact armed forces depose the Dubcek reform group in Czechoslovakia.
- 54. The Marshall Plan is to economic assistance as GATT is to
 - A. economic nationalism
 - B. collective security
 - C. tariff reduction
 - D. trade boycotts

Use the opinions below to answer questions 55 to 57.

SPEAKER I

For anyone genuinely interested in safety and security, stopping the arms race should be the highest priority. Military superiority, in a world of nuclear weapons, has become worse than useless; it is, in fact, totally counterproductive.

— from *The Arms Race*

SPEAKER II

Wars are not caused by the build-up of weapons. They are caused when an aggressor believes he can achieve his objectives at an acceptable price. The war of 1939 was not caused by an arms race. It sprang from a tyrant's belief that other countries lacked the means and the will to resist him.

— from *Vital Speeches of the Day*

SPEAKER III

The potential for conflicts causing death, increased arms spending, destruction of resources and property, and shattered economies will remain very real until progress towards arms reduction and limitation is made.

— from *Canada and the World*

SPEAKER IV

Protection from an enemy nuclear attack is based on the existence of a retaliatory capacity permitting "punishment" of the aggressor so that he will pay for "victory" with his own destruction.

— from *World Press Review*

55. Despite their differing points of view, all the speakers would support the goal of
- A. achieving global stability
 - B. maintaining national unity
 - C. promoting national sovereignty
 - D. enhancing international prosperity

56. If you agreed with Speaker IV's position, which action would you MOST favor?
- A. Summit conferences between the superpowers
 - B. Withdrawal of support for regional alliances
 - C. Ending disputes by appeals to a supranational body
 - D. Greater budgetary allocations for national security
57. Speakers I and III would BOTH support a movement towards the
- A. extension of the SALT II agreements by the superpowers
 - B. promotion of the American S.D.I. program by European nations
 - C. build-up of conventional rather than nuclear forces
 - D. establishment of regional defensive alliances
-
58. The goals of implementing a non-proliferation treaty, a ban on atmospheric testing, and limitations on the production of weapons-grade fissionable materials are related to efforts at
- A. establishing nuclear-free zones throughout the world
 - B. deploying effective medium range missiles in Europe
 - C. increasing superpower first-strike capabilities
 - D. reducing Soviet superiority in the arms race
59. Other than the two superpowers, which nations have exploded nuclear devices?
- A. Britain, France, Italy, and Japan
 - B. Britain, France, China, and India
 - C. India, Israel, Italy, and West Germany
 - D. West Germany, Israel, China, and Japan

60. Which statement BEST expresses a primary reason for the formation of NATO?
- A. Perceiving a Soviet threat in Europe, western nations responded with a show of unified strength.
 - B. The defence of the free democratic world could best be provided by a program of economic reconstruction.
 - C. The western nations wished to continue their war-time alliance against the Soviet Union.
 - D. Perceiving a Soviet threat, western European nations appealed to the U.S.A. to defend them.
61. Which of the following developments was MOST responsible for the resolution of the Cuban Missile Crisis?
- A. A superpower Summit Conference
 - B. A veto in the Security Council of the UN
 - C. The formation of a regional alliance to prevent aggression
 - D. The threat of direct confrontation between two superpowers
62. The American response to the Soviet invasion of Hungary and the Soviet response to the American invasion of Grenada indicate that the two superpowers recognize
- A. regional spheres of influence
 - B. United Nations' directives
 - C. non-aggression treaties
 - D. national boundaries
63. Détente between the superpowers is a logical extension of the policy of
- A. peaceful co-existence
 - B. collective security
 - C. nuclear deterrence
 - D. balance of power
64. Canada's membership and participation in NORAD BEST illustrates a concern for national
- A. security
 - B. prosperity
 - C. sovereignty
 - D. independence

65. Which of the following pairs accurately matches a strategy for the prevention of war with an international organization designed to achieve that strategy?
- A. Balance of Power : League of Nations
 - B. Collective Security : United Nations
 - C. Arms Reduction : Amnesty International
 - D. Mutual Deterrence : European Economic Community
66. Canada became involved in the Korean War effort through membership in the
- A. Southeast Asia Treaty Organization
 - B. North Atlantic Treaty Organization
 - C. British Commonwealth
 - D. United Nations
67. To a supranationalist, the continued existence of an International Court of Justice illustrates the belief that
- A. most nations recognize increased self-determination in international affairs
 - B. most nations reject the supremacy of international law in resolving major crises
 - C. nations co-operate with international agencies only when their own interests are served
 - D. nations that ask for arbitration of disputes are prepared to sacrifice a degree of national sovereignty
68. Which two developments brought an era of détente between the superpowers to a close?
- A. The American financial support for the Contras in Nicaragua and continued American presence in El Salvador
 - B. The American military invasion of Grenada and financial support for the British in the Falklands War
 - C. The Soviet crack-down on the Polish Solidarity movement and the imposition of Martial Law
 - D. The Soviet invasion of Afghanistan and the American refusal to ratify SALT II

Use the cartoon below to answer questions 69 and 70.



ONE SHRINKING WORLD!

— from *Nationalism: Opposing Viewpoints*

69. The figure in the cartoon symbolizes
- A. ultranationalism
 - B. supranationalism
 - C. independence
 - D. détente
70. According to the cartoon, interdependence is MOST challenged by the desire of nations to
- A. maintain sovereign power
 - B. achieve internationalism
 - C. preserve regional alliances
 - D. enforce collective security

TOPIC A
ESSAY ASSIGNMENT

Some people believe that minorities who disagree with government policy should be free to express their views without any restrictions. Other people believe that minorities should have the right to dissent as long as they do not interfere with the rights of others. They feel that minority rights should be protected while majority rule is maintained. Still others believe that governments should restrict the expression of dissenting views in the interest of preserving the wishes of the majority and preventing civil disorder.

SHOULD GOVERNMENTS ALLOW MINORITIES TO EXPRESS DISSENTING VIEWS IF THESE VIEWS DIFFER FROM THOSE OF THE MAJORITY?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue (5 marks)
- Defend a position on this issue by using logical and persuasive arguments (10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position (10 marks)

TOTAL MARKS FOR CONTENT 25 marks

- Marks allotted for quality of language and expression (5 marks)

TOTAL MARKS FOR ESSAY 30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

**BE SURE TO INDICATE YOUR CHOICE
OF TOPIC ON THE BACK COVER.**

TOPIC A
ESSAY ASSIGNMENT

Some people believe that minorities who disagree with government policy should be free to express their views without any restrictions. Other people believe that minorities should have the right to dissent as long as they do not interfere with the rights of others. They feel that minority rights should be protected while majority rule is maintained. Still others believe that governments should restrict the expression of dissenting views in the interest of preserving the wishes of the majority and preventing civil disorder.

SHOULD GOVERNMENTS ALLOW MINORITIES TO EXPRESS DISSENTING VIEWS IF THESE VIEWS DIFFER FROM THOSE OF THE MAJORITY?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue (5 marks)
- Defend a position on this issue by using logical and persuasive arguments (10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position (10 marks)

TOTAL MARKS FOR CONTENT 25 marks

- Marks allotted for quality of language and expression (5 marks)

TOTAL MARKS FOR ESSAY 30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

**BE SURE TO INDICATE YOUR CHOICE
OF TOPIC ON THE BACK COVER.**

TOPIC B
ESSAY ASSIGNMENT

Since the Second World War, some nations have chosen to develop nuclear arsenals. Other nations have chosen neither to build nuclear weapons nor to become members of any military alliance that relies on nuclear weapons. Still other nations have chosen not to develop nuclear weapons on their own but rather to ally themselves with nations that have nuclear weapons.

SHOULD CANADA CONTINUE ITS MEMBERSHIP IN ALLIANCES THAT HAVE NUCLEAR WEAPONS?

In an essay, choose and defend a position on this issue.

THE CONTENT OF YOUR ESSAY WILL BE EVALUATED ON HOW WELL YOU:

- Identify and thoughtfully describe alternative value positions underlying the issue (5 marks)
- Defend a position on this issue by using logical and persuasive arguments (10 marks)
- Select and accurately describe one or more relevant examples or case studies drawn from your knowledge of social studies content in defending your position (10 marks)

TOTAL MARKS FOR CONTENT 25 marks

- Marks allotted for quality of language and expression (5 marks)

TOTAL MARKS FOR ESSAY 30 marks

NOTE: Organize your essay in a manner that will best defend your position on the issue. The mark allocation described above is not intended to imply an organizational structure for your essay.

**BE SURE TO INDICATE YOUR CHOICE
OF TOPIC ON THE BACK COVER.**

FOR ROUGH WORK

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INDICATE YOUR CHOICE
OF TOPIC

CHECK ONE

TOPIC A ☐

TOPIC B ☐

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☐ M1 ☐ M2 ☐ M3

FOR DEPARTMENT USE ONLY

SOCIAL STUDIES 30

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